

Advanced Language Structures

for

Decoding and Vocabulary Development

by

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The Advanced Language Structures

Introduction

Though learning disabled/dyslexic students have average to above average intelligence, they experience difficulties in processing the English language despite receiving traditional instruction in reading, spelling, and writing. The Orton-Gillingham approach and subsequent classroom adaptations such as Slingerland, Spalding, Project Read, etc. were developed as alternative methods other than the "look-say," or "sight," strategy to assist these students in developing decoding/encoding skills. All of these approaches emphasize structured/sequential multisensory phonetic presentations and repetition with the goal of attaining automaticity in identifying as well as applying phonograms/phonetic generalizations for reading/spelling. Additionally, most of the methodologies teach syllables/syllabication as well as lower level prefixes and suffixes. The focus, then, is on what can be referred to as the Basic Language Structures of the English language - sound/symbol relationships, phonetic rules or patterns (e.g., -ff, -ll, -ss, -zz, vowel-consonant-e or magic "e," or soft "c"/"g"), and structural analysis.

As students develop mastery of the "sound" and "syllable" levels of decoding/encoding, they can be introduced to the smallest **meaningful** units of the language - the morphemes - utilizing analogous but modified multisensory procedures. Prefixes, suffixes and Latin/Greek roots are taught to provide strategies for reading/spelling "higher" level words as well as to expand receptive/expressive vocabulary with its inherent relationship to reading comprehension. For example, if a student has some knowledge of affixes (prefixes/suffixes) and can decode/encode as well as understand the meaning of the Latin root, "ject," (*to throw*), he is now able to "attack" and decipher a whole array of derivatives such as *project*, *interjection*, *injection*, *ejection*, *reject*, *conjecture*, or even, *unobjectionable*. Additionally, instruction in the Latin roots and the Greek combining forms (e.g., "geo" = *earth, soil*; or, "ology" = *study of*)

provides an efficient schema for unraveling the terminologies often used in the physical, biological and social sciences as opposed to rote memorization. The language in this higher level, then, is more meaningful and logical for the students.

The Advanced Language Structures can be taught to all children. For the dyslexic students, it is an extension of their remediation in reading/spelling/writing from the lower levels of the English language. However, all students enjoy the challenge of this "dissection" of the language at the higher rungs. They relish wordbuilding exercises involving the Latin/Greek roots and teachers readily integrate this vocabulary building strategy with their instruction in science, math, social studies, and literature.

This book will discuss briefly the Orton-Gillingham Approach because its multisensory procedures can be utilized in teaching the Advanced Language Structures. It will then describe the origins of the language - its layers and the features of each relative to phonetic units/generalizations and structural analysis. Subsequently, there are three major sections or chapters that will provide information on the attributes, instructional procedures and helpful word lists associated with each type of morpheme - "Prefixes," "Roots," and "Suffixes."

Orton-Gillingham Approach

Dr. Samuel Orton was a pioneer who first identified the syndrome of specific reading disability or dyslexia ("dys" = *difficulty*; "lexis" = *word/speech*) and separated it from mental retardation and emotional disturbance. Despite normal and even superior intelligence, these children were experiencing difficulties in learning to read/spell/write. Under the guidance of Dr. Samuel Orton and utilizing his teaching methods, Anna Gillingham and Bessie Stillman formally organized remedial procedures in a manual, Remedial Training For Children With Specific Disability in Reading, Spelling, and Penmanship, in 1935.

The Orton-Gillingham methodology is an alphabetic phonetic approach to teaching the basic elements of the language - the sounds and the letters which represent them - utilizing multisensory presentations whereby the child simultaneously "sees the letter," "hears its sound," and "feels the letter/sound association" via tracing with their fingers or the movements of their mouth, lips, and tongue. Proceeding from the simple to the complex, children are taught to recognize the letter and its sound(s), blend the sounds into words and later to divide words into syllables in the visual component; and, hear speech sounds in isolation and write them, or listen to a dictated word and identify the speech sounds with subsequent spelling of the phonemes in the auditory mode. In other words, the students are analyzing the individual units and synthesizing them into larger units.

Structured and sequential presentation of information is another characteristic of this approach. Careful selection of the phonograms or phonetic generalizations for introduction is based on a number of criteria - previous learning, difficulty of concept, etc. All learning is also cumulative and there is a necessity for repetition to attain mastery or automacity. Lastly, instruction is geared to the "intellect" - understanding the "how" and "why" of the language - e.g.; doubling the ending consonant of a one-syllable word with one vowel when adding a suffix beginning with a vowel to keep the medial vowel sound short - "*bat + ing = batting.*"

Daily Orton-Gillingham lessons generally involve the following multisensory procedures:

1. Visual drill: students are shown the phonogram cards (Language Tool Kit by Rome/Osmon) and they say sounds.
2. Blending drill: students decode teacher prepared word lists (real or nonsense words) or cards (as delineated in the Language Tool Kit) that contain phonograms or phonetic rules previously learned.
3. Auditory drill: teacher says sounds, students repeating and

write the associated letter/phonogram as they sound it.

4. Dictation: teacher says words, phrases, or sentences that provides reinforcement of sounds/rules they have learned - students then repeat and write as they sound out words.
5. Introduction of new learning: teacher introduces new phonogram, phonetic generalization, syllable type, or syllabication division with simultaneous auditory/visual/kinesthetic presentations - e.g., teacher shows card with letter and says sound, students repeat and trace/write as they sound it several times, teacher gives words utilizing the new learning to read and spell.
6. Oral reading: teacher assists students to apply decoding strategies previously learned.

The above-mentioned strategies can also be utilized in the teaching of prefixes, roots and suffixes except that the students are no longer saying the individual sounds but the whole morphemic unit as they write it. For the moderate to severe dyslexic children, these multisensory procedures structure their learning for success. However, for other students such as the gifted or those older remedial students with less severe difficulties, modifications are necessary.

Appendix A contains a sample lesson plan which describes the steps in each section of the lesson. The attached *Advanced Language Structures Scope and Sequence* (**Appendix B**) serves as a guideline for planning. The teacher may also use the sample student forms (**Appendix C**) when a new prefix, root, or suffix is introduced. These may then be placed in a three-ring folder, their "Latin" book, that has been divided into three sections: *Prefixes, Roots/Greek Combining Forms, and Suffixes*.

The Layers of the English Language

English has been influenced by a number of other languages and can be described as having basically three layers. The oldest words have come from the Anglo-Saxon tribes that invaded England many centuries ago. Their simple vocabulary of primarily one syllable words described the activities or objects related to fishing, hunting or farming. Most of the nonphonetic words that children need to master in the primary grades are from this language - e.g., "was," "said," "they," and "were." Words that contain the following phonograms are often from this layer of the language - "ck," "tch," "dge," "th," "wh," "wr," "gh," and "ow." Wordbuilding normally comes from adding Anglo-Saxon affixes or by combining two words (compounding) such as "bookshelf." See the next page for a pictorial representation of the layers and the phonetic/structural/morphemic characteristics of each.

The Latin layer of the language came from the Normans who invaded England in the 1060's. These people originated in France which was once conquered by the Latin-speaking Romans. Latin subsequently became the language of the educated throughout Europe and the words are longer or more "sophisticated/technical" than those from the Anglo-Saxons. About 50% of the English language is Latin-based. The schwa sound, and ligatured "tu" saying /ch/ or "du" saying /j/ are unique to this language. The presence of chameleon prefixes, connectives such as "i," "u," "ul," or "ol" (e.g., "gradual") and roots ending in -ct and -pt indicate that the words are Latin-based. Wordbuilding normally occurs by adding affixes to the root which supplies the main meaning of the word (e.g., re + con + struct + ing = reconstructing).

The Romans borrowed a number of words from the Greeks. The words from this language tend to be more "specialized" such as those used in the sciences. Greek-based words have the following unique characteristics:

1. "ph" = /f/; "ch" = /k/; silent "p" as in "psychology;" and, "y" in the

middle of the word as in "physician"

2. Use of the connective, "o" - e.g., "therm" + o + "meter" = thermometer
3. Wordbuilding is the result of joining two roots that have equal stress in terms of meaning unlike Latin affixes and roots - e.g. "phono" + "graph" = "phonograph"

There are influences from other languages as well. French-based words can be identified by the "ch" saying /sh/ as in "chef," or "que" saying /k/ as in "antique."

Americans have also borrowed words from the Native Americans, Mexicans, Spanish, Italians, etc.

Appendix A

Sample Lesson Plan

Date: _____

LATIN LESSON PLAN

I. PREFIX

- A. **Review: Visual Card Drill** (teacher shows card, students pronounce and give meanings or derivatives - might need keyword)

- B. **Review: Auditory Drill** (teacher says prefix, students repeat/spell)

- C. **Introduction of New Prefix:** (teacher shows card/pronounces/gives meaning, students repeat/write in book, students brainstorm derivatives which are written in book or teacher gives list of words for reading/spelling - note possible need for keyword).

Extendible Words to Read/Spell: _____

II. ROOTS

- A. **Review: Visual Card Drill** (teacher shows card, students pronounce and give meaning and derivatives - note need for keyword).

- B. **Review: Auditory Drill** (teacher says root, students repeat/spell, teacher may also give derivatives to spell).

- C. **Introduction:** (teacher shows card/pronounces/gives meaning, students repeat & write in book, students brainstorm derivatives & discuss meanings or do semantic webbing, students can also draw a picture illustrating meaning of root/derivative, or write sentence using a derivative - note need for keyword to help with meaning of root)

Derivatives: _____

III. SUFFIX

- A. **Review: Visual Card Drill** (teacher shows card, students say suffix and/or gives part of speech)

- B. **Review: Auditory Drill** (teacher says suffix, students repeat and write, teacher may also give derivatives for spelling)

- C. **Introduction:** (Teacher shows card/pronounces/notes part of speech or meaning, students repeat and write in their books)

Words to read/spell: _____

- IV. **DICTATION** (Teacher says sentences/phrases using prefixes/roots/suffixes students already learned, students repeat/write in their book)

Appendix B

Advanced Language Structures Scope and Sequence

Advanced Language Structures Scope and Sequence

1. Begin with low level suffixes (will have been covered at lower levels of the language).

Lower Level: -ed, -er, -ly, -ful, -ing, -y, -s, -est, -less, -ness, -ment

[Teach Rules for Adding Suffixes after teaching these suffixes: Doubling Rule, Silent "e", "Y to i."]

2. Teach closed and open prefixes:

Closed prefixes first: un-, ex-, in-, con-, sub-, dis-, mid-, mis-, per-,*
trans-, inter-, non-

Open prefixes: re-, pre-, pro-, de-

3. Introduce low level roots:

struct, ject, port, tract, act, form, sect, tort, fus(e), rupt, sist,
flict, flu, fix, put(e), test, vest, cred, spire, cur, aud, claim, nov,
gen, nat, pass, trib, son, scop(e), gest, mem, numer, sid(e),
serv(e), spir(e), situ,.

ven(e)/vent, vert/vers(e), cid(e)/cis(e), flect/flex, gress/grad,
quir(e)/quest, pend/pens, pos(e)/posit, spect/spic, spond/spons,
sum/sumpt, vict/vinc, clud(e)/clus(e), pel/puls(e), duct/duc(e),
mit/miss, ply/plic, rect/reg, ped/pod, scribe/script, dic/dict,
quir(e)/quis/quest, pon/pound, mand/mend, ord/ordin,
capt/capit, caus/cus(e), fin(e)/finit(e), vis(e)/vid(e), voc/vok,
string/strict

ced(e)/ceed/cess, cept/ciev(e), lect/leg/lig, mot/mob/mov,
tain/ten/tent/tin, tend/tens/tent, jur/jud/just, junct/join/joint

Advanced Language Structures Scope and Sequence

4. Continue teaching prefixes:

intra-, infra-, en-, em-, mal-, ambi-, anti-, ante-, contra-,
intro-, omni-, mini-, self-, super-, ultra-, post-, counter-,
extra-, with-, for-, fore-, over-

5. Continue with middle level suffixes:

-age, -al, -eer, -ee, -ess, -hood, -ship, -ish, -ive, -ize, -ling,
-ward, -ism, -let, -ling, -ous, -tion, -sion, -mony, -most, -ic,
-or, -ade, -dom, -th, -tude, -ation, -some, -ture, -ate, -fy

6. Begin chameleon prefixes:

con/com/col/cor/co; in/im/il/ir; ex/e/ef, dis/dif/di;
ob/oc/of/op sub/suc/sug/sup/sur/; syn/sym/syl/sys;
ad/ag/as/at/etc.

7. Teach higher level roots:

cit(e), civic, fract/frag, lat, loc, greg, crea, crim, min, merg,
nom, rog, petr, pater, etc.

8. May introduce Greek combining forms:

tele, therm, chron, chrome, gram/graph, meter, mania, etc.

9. Teach similar-sounding suffixes:

tion/sion/cian, able/ible, ess/es/ous, est/ist, cle/cal,
ance/ence, ary/ery/ory, etc.

Advanced Language Structures Scope and Sequence

10. Teach number prefixes (could be taught earlier):

bi-, di-, mono-, uni-, quad-, kilo-, milli-, tri-, oct/octa/octo,
novem-, decem/dec, centi/cent, penta-, quin-, etc.

11. Continue with higher level Latin roots and Greek combining forms.

lum/lus/luc, min, mort/mori/mors, man/manu, matri, etc.

sper, techni, phila/philo/phile, phon, photo, dia, ecto, etc.

12. Open to close prefix transformations (could be taught earlier):

e.g. “reside” to “resident”
“preside” to “president”

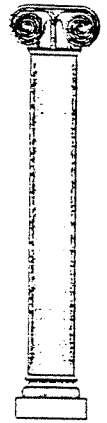
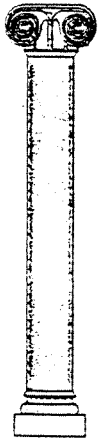
13. Higher level suffix forms:

cial/tial/sial; cious/tious, cient/sient, etc.

Connective forms: -ium, -ial, -ious, -ial, -ian, -ior, -ier

Appendix C

Sample Student Forms



MEANING

PRACTICE: _____

WORDS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



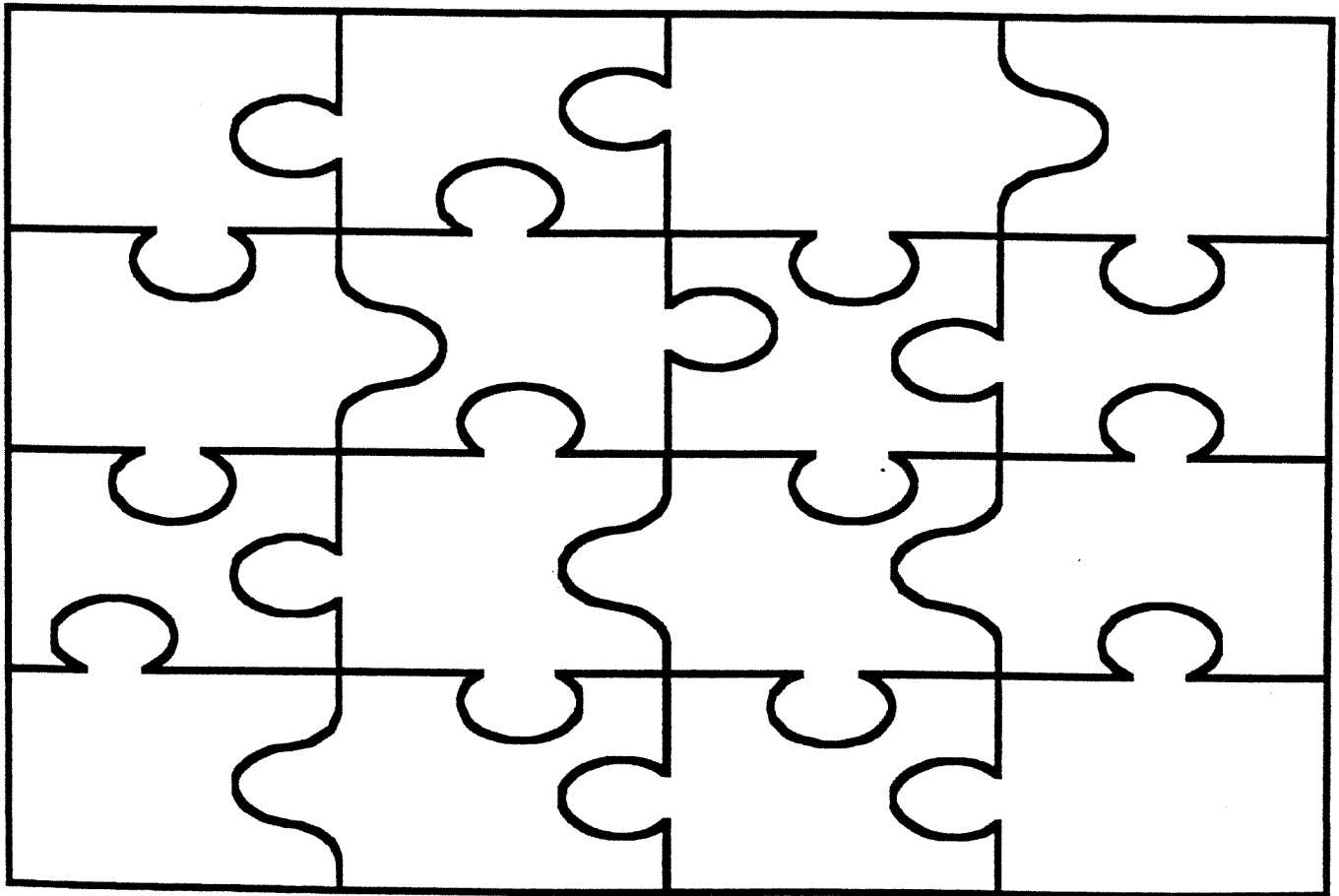
KEYWORD:

SENTENCE: _____

LATIN ROOT

Meaning:

Practice:



Place a star next to the keyword.

Sentence:



LATIN ROOT



Meaning:

Practice:

Words:

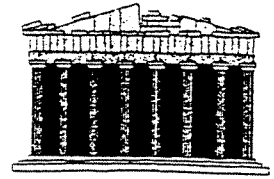
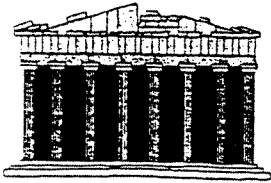
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Keyword:

Sentence:

GREEK COMBINING FORMS



Meaning:

Practice:

Words:



Keyword:

Sentence:

Social Science Morphemes

ab = away/from (abdicate)	mega/megalo = large (megalopolis)
acro = high (acropolis)	meso = middle (Mesozoic)
alt = high (altitude)	migr = wander (migration)
anni/annu = year (annual)	mony = condition (ceremony)
ante = before (antebellum)	nat = born (native)
anthropo = (anthropology)	neo = new (Neolithic)
archaeo = ancient (archaeology)	nesia = island (Melanesia)
arch(y) = ruler/government (monarchy)	old = resembling (anthropoid)
auto = self (autonomy)	olig(o) = few (oligarchy)
capit/capt = head/leader (capitalism)	ology = study of (archaeology)
cata = down (catacombs)	pac = peace (pacifism)
ceed/cede/cess = go (recession)	paleo = old (paleontology)
circum = around (circumnavigate)	pan = all (pantheism)
cis(e)/cid(e) = cut/kill (genocide)	pater/patri = father (patriarchy)
civ = citizen (civilization)	pend/pens = hang (independence)
clud(e)/clus(e) = shut (exclusion)	petr = rock (petroglyph)
dem = people (democracy)	phil/philo = love (philosophy)
dic/dict = say (dictator)	phobia = fear (acrophobia)
ethno = race/culture (ethnocentrism)	pict = paint (pictograph)
fac = make (factory)	plu/plur = more (pluralism)
feder = trust/faith (federalism)	polis = city (metropolis)
frat = brother (fraternal)	pop = people (populist)
gamy = marriage (polygamy)	port = bring/carry (export)
gen = origin (indigenous)	pos(e) = place (depose)
geo = earth (geography)	pre = before (preliterate)
grad/gress = step (Congress)	prim = first (primogeniture)
gram/graph = write (pictograph)	proto = first (protohuman)
hab/habit = live (habitat)	psych = mind/soul (psychological)
hum = earth (humanity)	se = apart/away (secession)
ideo = idea (ideograph)	sed = sit (sedentary)
inter = between/among (interdependent)	simil/simul = resembling (assimilate)
intra = within (intragroup)	socio = society (sociology)
ism = doctrine (communism)	soph = wisdom (philosophy)
ist = one who (anarchist)	stitu = place (constitution)
ize = make (decentralize)	sub = below (suburban)
jud/jur/jus = law (jurisdiction)	techni = skill/art (technocracy)
leg = law (legislature)	terr = land (subterranean)
liber = free (liberty)	theo = god (theology)
lith = rock (Paleolithic)	topo = place (topography)
liter = letter (preliterate)	trans = across (transcontinental)
mania = madness (kleptomania)	trib = pay (tribute)
manu = hand (manufacture)	urb = city (urban)
matri = mother (matrilineal)	vinv/vict = conquer (victory)
medi = middle (medieval)	

Math Morphemes

Number Prefixes (uni, bi, tri, quar, quin, etc.)

alt = high (altitude)
circum = around (circumference)
col/com/con = with/together (collinear)
de = down, away (denominator)
dia = across (diagonal)
digit = finger (digital)
equi = equal (equilateral)
fer = bring/carry (circumference)
fract = break (fraction)
gon = angle (polygon)
grade = step (centigrade)
gram/graph = write (kilogram)
hedron = sided object (tetrahedron)
hypo = under (hypotenuse)
inter = between/among (intersect)
iso = equal (isosceles)
lat = side (collateral)
lin = line (collinear)
medi = middle (median)
meter/metry = measure (symmetrical)
mut = change (commutative)
nom = name (denominator)
umer = number (numerator)
oid = resembling (trapezoid)
para = beside (parabola)
pend = hang (perpendicular)
peri = around (perimeter)
ply/plic = fold (multiply)
put(e) = think (compute)
radi = ray (radius)
rect = right/straight (rectangle)
sect = cut/divide (bisect)
sphere = ball (spherical)
sub = below/under (subtract)
sym/syn/syl = with/together (symmetrical)
tang = touch (tangent)
therm = heat (thermometer)
tract = drag/pull
verse/vert = turn (vertex)